

Desford Community Primary School

Pupil Premium Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Desford Community Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers	2020/2021 – 2022/23
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Colin Wilson
Pupil premium lead	Jason Williamson
Governor / Trustee lead	Kathryn Stevenson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,455
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£76,300

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our objective at Desford Community Primary School is to ultimately close the attainment gap between Pupil Premium children and their peers. We aim for all Pupil Premium children to make at least expected progress in all areas of the curriculum and strive for them to set high aspirations for themselves.

We will consider the challenges faced by vulnerable pupils in our school and the following criteria when supporting them to achieve their potential:

- Looked After and Post Looked After Children
- Pupil Premium children with SEND
- Attendance
- Social, Emotional & Mental Health
- Progress towards Age-Related Expectations
- Children with social care involvement

Our current Pupil Premium strategy aims to achieve our objectives by:

- Ensuring access to quality-first teaching for all learners.
- Providing emotional literacy support for identified individuals.
- Using our Pupil Premium funding alongside COVID catch-up funding to minimise the impact of previous school closure.
- Ensuring that the progress of vulnerable learners is tracked rigorously throughout the school.
- Engaging parents to encourage improved school-home relations.
- Provide access to high-quality learning for children who are required to learn at a home as a result of school closure or self-isolation.

The key principles of our strategy plan are:

- To not assume that the impact of disadvantage is universal and that each child has their own unique circumstances and challenges.
- To provide the children with the equity they require to have equal access to the curriculum and high-quality learning.
- To challenge children at their own level in all subjects.
- To identify, at the earliest possible stage, when targeted support is required.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is below the national average (2020/21 - 92.02%, 2021/22 – 91.1% - as of Dec '21).
2	The percentage of disadvantaged children at the expected standard for reading, writing and maths are significantly low in most year groups after assessment on return to school in the 2021/22 academic year.
3	41% of children who are identified as Pupil premium are also on the SEND register at our school. 14.8% of the children identified as Pupil Premium also have an EHCP. Not all of these children are funded through their EHCP for the hours that they require support for.
4	Children's wellbeing and levels of motivation, self-esteem and engagement following school closure has been identified by class teachers as an inhibitor to learning since returning in the 2021/22 academic year.
5	Our experience of closure and children self-isolating during the COVID-19 pandemic was that communication with parents was more challenging. The result of this was that remote learning was more difficult to deliver effectively.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attendance of Pupil Premium Children will be in line with the national average.	<p>Attendance data will reflect an improvement in the attendance of disadvantaged children.</p> <p>Targeted individuals with especially low attendance will be monitored closely and their attendance will improve over a sustained period of time.</p> <p>*COVID related absences will not be included.</p>
The percentage of children achieving Age Related Expectations in maths will improve from the 2018/2019 data set.	Attainment and progress data will reflect an improvement in disadvantaged children's scores.
The percentage of children achieving Age Related Expectations in reading will improve from the 2018/2019 data set.	Attainment and progress data will reflect an improvement in disadvantaged children's scores.

The percentage of children achieving Age Related Expectations in writing will improve from the 2018/2019 data set.	Attainment and progress data will reflect an improvement in disadvantaged children's scores.
Children who are required to self-isolate will have access to technology and high-quality remote learning.	Questionnaire responses for technology will be fulfilled for all disadvantaged children. Children self-isolating will complete a good (depending on circumstance) amount of remote learning during their time at home.
In the event of whole school closure, disadvantaged children will receive high quality learning interactions with staff.	Daily check ins will be provided for all disadvantaged children in addition to what is offered to all children.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Review – December 2022

Items that have been put in place and are having an impact.

Items that are yet to be put in place or have been delayed.

Items that have been removed or altered.

Information about the reviewed items below can be found in red ink.

Teaching

Budgeted cost: £0 (CPD funded via COVID Catch-Up Premium - £10,500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SoundsWrite Phonics CPD	A verified phonics scheme is needed across the school. This will particularly aid the supporting of learners who do not pass the KS1 phonics check. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Access to Leicestershire Traded Services (LTS) Teacher Support Network Events	Ensuring that our practice is current and rooted in recent research and evidence is essential to improve teaching.	2
Introducing and using a coaching-based approach to	Improving the quality of teaching across the school is vital to address gaps and develop future teaching. Each teacher has a target linked to the provision that is available to disadvantaged children in their class.	2

improve quality first teaching.		
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Targeted Academic Support

Budgeted cost: £62,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning LSA Support (45 hours/week)	<p>We have deployed support staff into two cohorts that have higher ratios of adults to children.</p> <p>We have used the EEF's guide to deploying support staff effectively to maximise the impact of support staff and complement quality-first teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,4,5
TA/LSA Support above EHCP Funded Hours	<p>We have a significant number of children in receipt of Pupil Premium funding who are also on the SEND register or have an Education, Health & Care Plan. Contributing towards these hours ensures that the individual needs of the children are met whilst maintaining ratios of support to enhance quality first teaching for the whole class.</p> <p>Additional adults in classrooms where there are children with EHCPs also allows us to incorporate children in small group work where needs are similar.</p>	3,4
Afternoon LSA Support	<p>Providing targeted academic support to learners in afternoon sessions will allow us to fill gaps from school closure and also address identified issues from learning in morning sessions.</p> <p>Some of this afternoon LSA support will also be used to deliver ELSA support to vulnerable learners.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	2,4,5

Wider Strategies

Budgeted cost: £7,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	Children's self-esteem and school readiness can be boosted through access to uniform. We believe that all children should have equal access to uniform. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1
Milk	Providing continued access to milk in the mid-morning has benefits to children's health and their levels of hydration and concentration. https://www.coolmilk.com/why-milk-is-great/	4
Sports Clubs	Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,4
Day Trips/Visits & Residential	Ensuring that children have access to day trips, visits and residential is important to ensure that every child receives the same education offer.	4
Swimming	Physical activity has important benefits in terms of health, wellbeing and physical development. It is also important that all children have the opportunity to meet national expectations for swimming. https://www.swimming.org/schools/swimming-national-curriculum/	

Total budgeted cost: £69,590

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our spending for the 2020/21 academic year was impacted by the COVID-19 pandemic. The majority of our spending is focussed on providing additional adults to support quality first teaching. This was particularly useful during the periods of school closure as it meant that we had additional adults to work in school with vulnerable learners. We had the majority of Pupil Premium children attending school with an average of twenty learning at home. Of the twenty learning at home, 66% engaged well with morning sessions (register and core sessions) and around 50% attending the end of day feedback and story session.

Where children did not access remote learning, we called parents to support and provided equipment (iPads and internet access) where appropriate.

The attainment of Pupil Premium children across Reading, Writing and Maths can be found below for Years 1-6. These are based on teacher assessments at the end of Autumn 1 2022

Year Group	Reading EXS	Reading GDS	Writing EXS	Writing GDS	Maths EXS	Maths GDS
1 (5)	60%	0%	60%	0%	40%	0%
2 (7)	42.9%	0%	14.3%	0%	42.9%	0%
3 (10)	30%	0%	30%	0%	60%	0%
4 (9)	33.3%	0%	22.2%	0%	22.2%	0%
5 (5)	40%	0%	20%	0%	20%	0%
6 (15)	26.7%	0%	20%	0%	26.7%	0%

On returning to school, we deployed the additional afternoon support to work in emotional literacy groups with children who were finding the return to school challenging or who had found the closure negatively affect their wellbeing.

When children were in school, milk and sports clubs were offered to all eligible children. 451 spaces were taken up at sports clubs by 31 different children. The majority of residential, day trips and visits did not take place. Those that did were subsidised for all Pupil Premium children.

Further information (optional)

The attendance of disadvantaged children for the 2021/22 academic year is currently 91.2%. Attendance for disadvantaged children in the 2020/21 academic year was 92.02%. This is marginally lower than the school average for 2020/21 (94.9%) and 2021/22 (93.73%). To improve attendance for all pupils, the school have made use of CAWS: Attendance Matters to address repeated absence and children falling below 95% attendance.